

City College of San Francisco

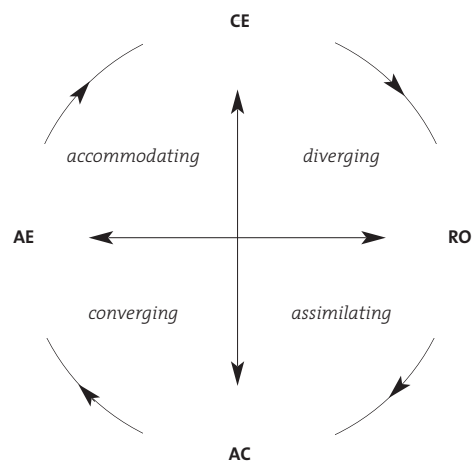
PHASE III MULTICULTURAL INFUSION PROJECT

November 4, 2005

KOLB

FOUR-PHASE CYCLE OF LEARNING

LEARNING STYLE TYPES



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OVERVIEW

- Jackie
- **Introduction and Purpose of Workshop**
 - Why do we need to think about Learning Styles?
 - How do Learning Styles relate to Teaching Practice?
- Regina
- **Introduction to the Kolb Wheel**
 - The Four-Phase Cycle of Learning
 - how information is absorbed (vertical axis)*
 - how that information is processed (horizontal axis)*
 - The Four Types of Learning Styles
 - diverging, assimilating, converging, accommodating*
 - Kolb Inventory Map
 - chart group's constellation of learning styles*
- R & J
- **Identifying Characteristics of all Four Learning Style Types**
 - Break into Learning Style Type Groups
 - diverging, assimilating, converging, accommodating*
 - How do these groups learn?
 - identify five key characteristics*
 - Report out
- R & J
- **Developing Teaching Strategies for all Four Phases of Learning Cycle**
 - Re-assemble into Mixed Groups (preferably balanced in learning styles)
 - Design a Learning Sequence around the Kolb Wheel for a particular topic
 - *Your Own Topic*
 - *Development of Writing Systems (logographic, syllabic, alphabetic)*
 - *Basics of Powerpoint*
 - *Orientation for International Students*
 - *A Math Concept*
 - *HIV Prevention*
 - Report out
- R & J
- **Six-Step Debrief Frame**
 - Address six questions
 - Relate Six-Step Debrief Frame strategy to Kolb Wheel
 - Facilitators' Package
- R & J
- **Closure**

INTERNET SOURCES

<<http://www.businessballs.com/kolblearningstyles.htm>>

<http://wiscinfo.doit.wisc.edu/teaching-academy/Assistance/Classroom_Teaching.pdf> (article)

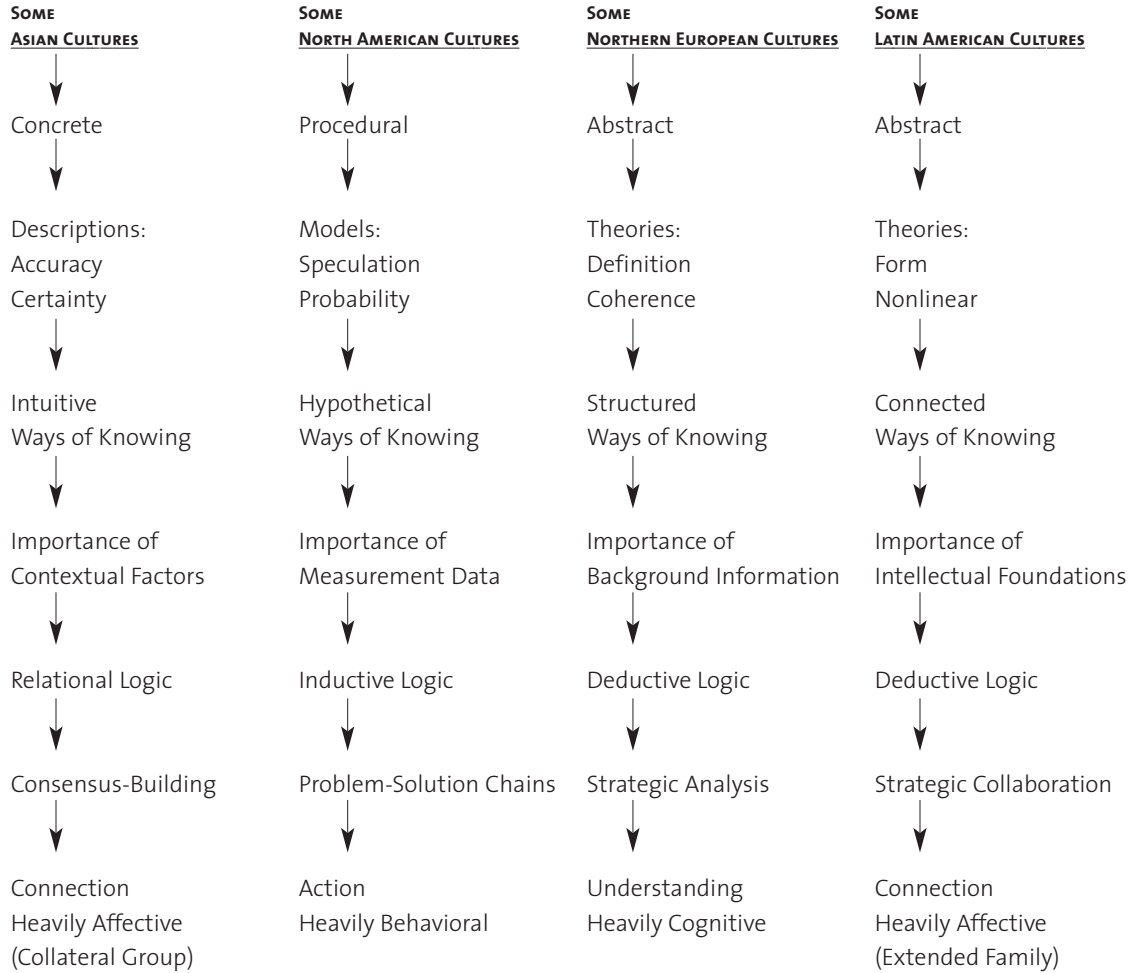
<<http://www.abe.villanova.edu/proc2000/no36.pdf>> (article)

<<http://donpugh.dyndns.org/Psych%20Interests/LEARNING/LEARNING%20STYLES%20AND%20LEARNING%20OUTCOMES.pdf>> (article)

<<http://www.fsu.edu/~elps/ae/download/ade5385/Brookfield.pdf>> (article)

<<http://www.thiagi.com>> (six-step debrief frame, various facilitation techniques and game structures)

and straight from the horse's mouth: <<http://www.learningfromexperience.com>>
(especially check out the research library section on this site which includes fantastic articles)



Continuum of Mental Constructs.

Adapted from: Stewart, Edward, and Milton Bennett.

American Cultural Patterns: A Cross-Cultural Perspective. Rev. ed. Yarmouth, ME: Intercultural Press, 1991.

As with all generalizations let's remember that ***the map is not the territory*** and that not each individual in a particular culture will behave according to their "general" cultural frame. However, knowing about general orientations of particular cultures may be helpful when designing learning activities for particular audiences.

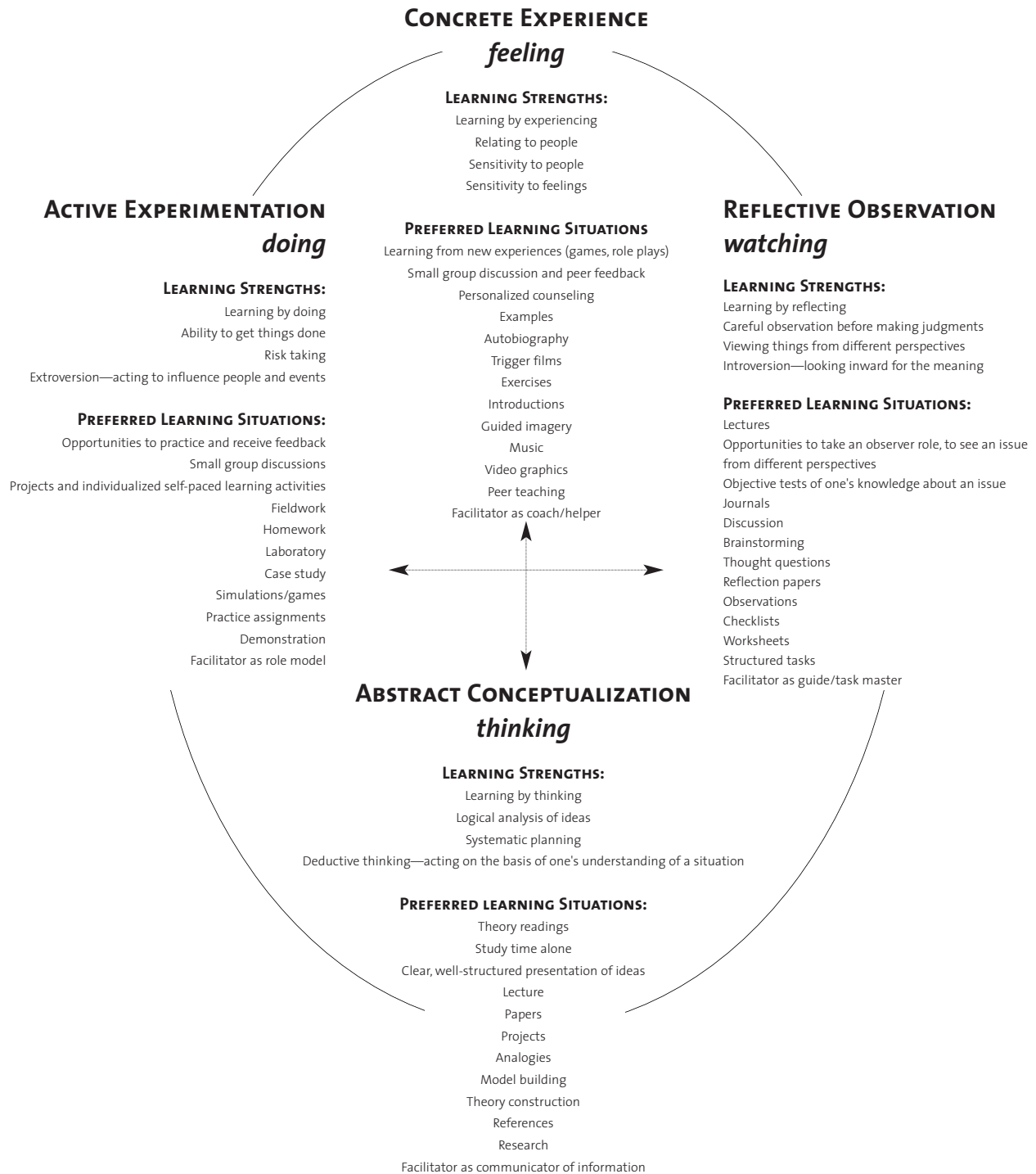


J. Bennett, K. Ikeda, D. Sermol, and S. B. Cabello, 1998. * Regina Rowland's Observations

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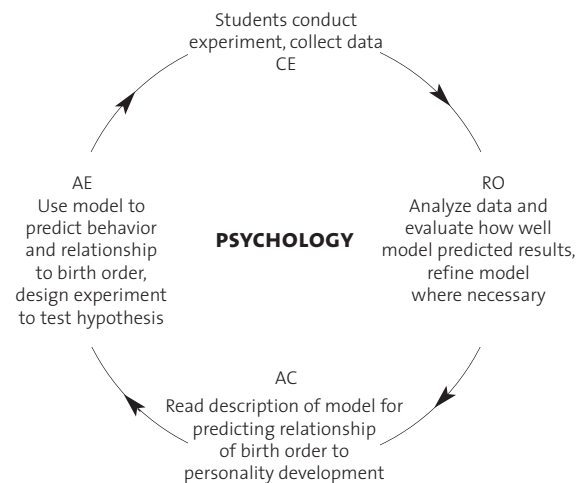
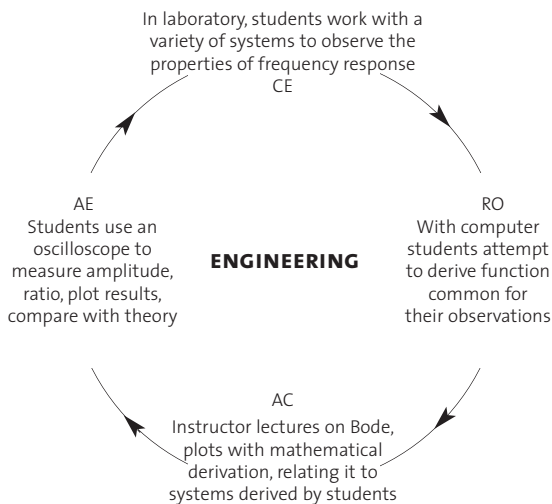
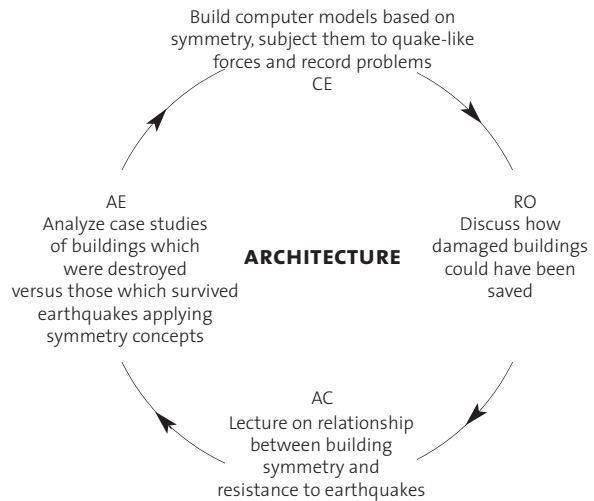
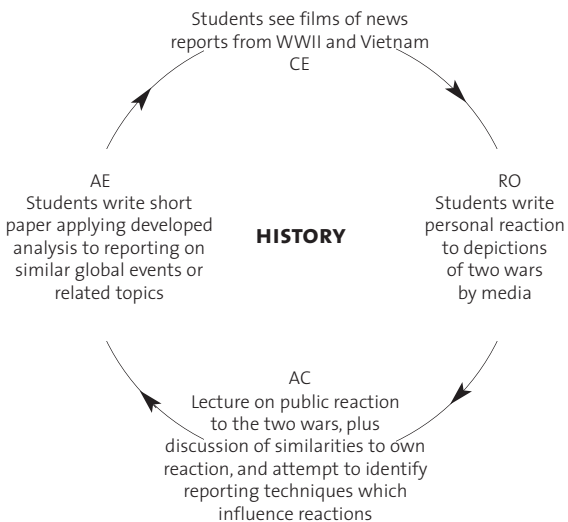
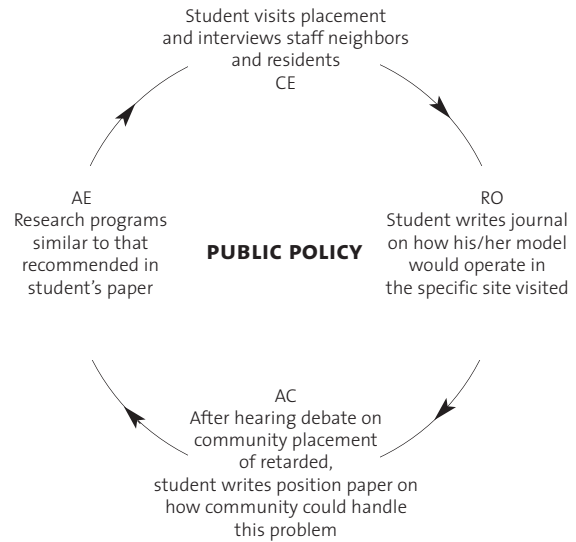
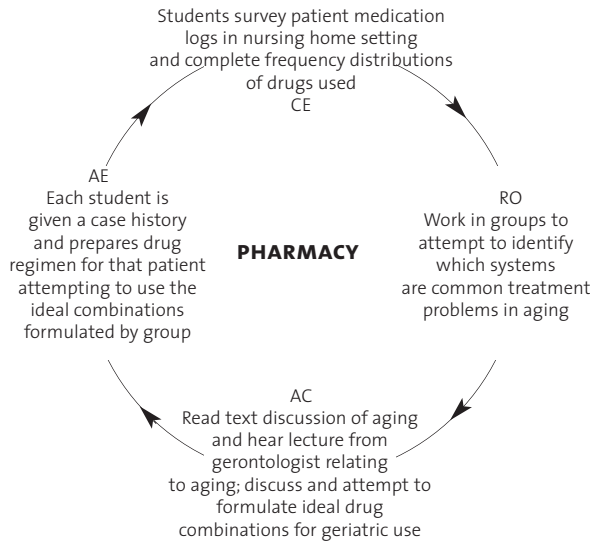
You will have noticed that this chart is largely incomplete. It lists planning curriculum ideas for students from only four regional cultural orientations. However, notice the need to apply different strategies (sometimes conflicting) in the multicultural classroom for full engagement of all groups present!

How can these conflicting needs be resolved à la Kolb?



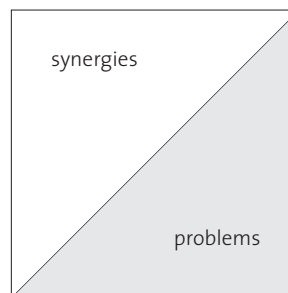
Based on: Svinicki and Dixon, 1987
Revised by: Milton Bennett, 2001
Merged with: info from Hay/McBer Facilitator's Manual for Kolb Learning Styles

vertical axis: how experience is taken in
horizontal axis: how that experience is processed



	DIVERGING	ASSIMILATING	CONVERGING	ACCOMMODATING
DIVERGING	<p>imaginative creative "idea people"</p> <p>unfocused difficulty in making decisions</p>	<p>skills in collecting and analyzing information</p> <p>low risk-taking or delay in task accomplishment</p>	<p>blend of people-orientation and task focus</p> <p>conflict between intuition and logical approaches</p>	<p>strong "people skills"</p> <p>over-reliance on intuition versus reason in decisionmaking</p>
ASSIMILATING	<p>skills in collecting and analyzing information</p> <p>low risk-taking or delay in task accomplishment</p>	<p>planning and abstract understanding abilities</p> <p>difficulties with practical application</p>	<p>strong idea analysis and systematic planning skill</p> <p>overplans and underacts</p>	<p>marriage of theory and practice</p> <p>conflict between thinking first and acting first (thinkers versus doers)</p>
CONVERGING	<p>blend of people-orientation and task focus</p> <p>conflict between intuition and logical approaches</p>	<p>strong idea analysis and systematic planning skills</p> <p>overplans and underacts</p>	<p>focusing problem solving skills</p> <p>premature closure on wrong problems (may inhibit idea generation)</p>	<p>problem-solving action-taking abilities</p> <p>may not see problems or opportunities clearly (acting obscures reflecting)</p>
ACCOMMODATING	<p>strong "people skills"</p> <p>over-reliance on intuition versus reason in decisionmaking</p>	<p>marriage of theory and practice</p> <p>conflict between thinking first and acting first (thinkers versus doers)</p>	<p>problem-solving action-taking abilities</p> <p>may not see problems or opportunities clearly (acting obscures reflecting)</p>	<p>willing to take risks get things done</p> <p>may experience leadership struggle or become caught up in trivial activity</p>

KEY



SIX-STEP DEBRIEF FRAME ANALYZED ON THE KOLB WHEEL

- **How Do You Feel?**
—CE (Concrete Experience: feeling)
- **What Happened?**
—RO (Reflective Observation: watching)
- **What Did You Learn?**
—AC (Abstract Conceptualization: thinking)
- **How Does What You Learned Relate to Your Teaching Practice and/or Other Areas in Your Life?**
—AE (Active Experimentation: doing)
- **What If?**
—AE (Active Experimentation: doing)
- **What Next?**
—*return to original departure*: CE (Concrete Experience: feeling)

Only ONE RULE to remember: Depending on content and audience determine the ideal point of entry on the Kolb Wheel, then go around the wheel clockwise!

